

# AMERICAN JOURNAL OF EDUCATION

## AND NATIONAL EDUCATOR.

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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

XXVII.

ST. LOUIS, MISSOURI, MAY 9, 1894.

No. 5.

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# AMERICAN JOURNAL OF EDUCATION

## AND NATIONAL EDUCATOR.

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VOL. XXVII.

ST. LOUIS, MISSOURI, MAY 9, 1894.

No. 5.



And National Educator.

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St. Louis, Mo., May 9, 1894.

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### STAND UP FOR MISSOURI.

Be strong and prosperous  
In this resolve.—Shak.

COL. W. F. SWITZLER, editor of the *Missouri Democrat*, and one of the most careful and able statisticians in the West, or in the whole country for that matter, in the preparation of a paper on "Missouri" for Johnson's Universal Encyclopedia, collected from official and other sources a great deal of valuable matter, historical and statistical, much of which will be new to the people, giving the following data in regard to education in the State:

In 1893 there were 916,505 children of school age in the State; enrolled in school, 612,455; average attendance, 437,693. Total expenditures for public schools, \$6,442,992. Expended for teachers' salaries, \$3,954,067. Number of public schools, 9,660; number of teachers, 13,936. Value of school property, \$11,570,415. School fund, \$11,780,775, which is the largest of any State in the Union, Texas alone excepted.

THIS is one of the ringing appeals among many others you will get from the manifesto of Prest. H. W. Prentiss in behalf of the meeting of the State Teachers' Association:

Our Teachers must "stand up for Missouri." We must not rest upon past success, however brilliant. The nineteenth century demands that education must keep step with the marvellous advances of this electric era of steam and steel. We are the Missouri trustees of the intelligence and morality of the twentieth century men and women. Loyalty to duty and to our State imperatively require our most earnest and sincere efforts in all directions.

"Let us take counsel together" for the best interests of our children.

J. B. MERWIN, editor of the AMERICAN JOURNAL OF EDUCATION, accepts the invitation of Prof. Clendennin, Superintendent Schools, Cairo, Ill., and the Board of Education, to deliver the address at the graduating exercises June 15, 1894.

PRESIDENT HENNING W. PRENTISS, of the State Teachers' Association of Missouri, which meets at Pertle Springs (Warrensburg) in June, seems to be organizing for the largest and best meeting held during the thirty-five years of its history. Send to Prof. Prentiss, St. Louis, for a full program. He has secured for the teachers a rate of one fare for the round trip to Warrensburg from all points on the great Missouri Pacific system, including the Iron Mountain also, with one dollar and twenty-five cents added, which includes the annual membership fee and fare on the Pertle Springs railroad. Tickets on sale from June 16th to June 22d, with final limit of June 26th, 1894.

OUR teachers not only realize, but more extensively than ever before utilize the printed page. Let it be remembered that the special advantages of the printed page are these: If one does not fully comprehend, at once, what is stated, he has in the printed page the time and the resource of a repurusal, not only for himself, but with his friends, whereas, if the lecturer or speaker is not clearly apprehended as he goes along, there is no means of obtaining a repetition of the statements made. By all means consult and circulate the printed page; containing as it does what it is essential that all should know.

THE National Educational Association is to hold its 1894 meeting at Asbury Park, N. J., July 6th to 13th.

"As rich in having such a jewel  
As twenty seas,  
If all their sands were pearl."

The Trunk Line and Central Traffic Railway Associations, which include all railways east of Chicago, have granted a rate of one single fare for round trip, plus \$2.00, N. E. A. membership fee. The Western Passenger Association have been asked to grant the same, and will, without doubt, do so. The Great Northern Railway Co. already agree to grant a half rate from Sioux City, Ia., and all points on its lines to Asbury Park, via Duluth and the "Soo"—South Shore System, to New York and Asbury Park, tickets good to return until Sept. 1st, if deposited with the joint railway agent at Asbury Park before July 12th.

J. B. MERWIN, editor of the AMERICAN JOURNAL OF EDUCATION, delivers the annual address and presents the diplomas to the graduating class at Jefferson City, Mo., June 4. Exercises will be held in the State House in the Hall of the House of Representatives.

THE membership fee, one dollar, for the Missouri State Teachers' Association, held in June at Pertle Springs (Warrensburg), includes railroad and hotel privileges, a membership badge, a printed copy of proceedings, with full abstract of all papers, and addresses, a brief history of the Association, and a copy of the Constitution and By-Laws.

"SOME very complimentary things are being said of John W. Jacks, editor of the *Montgomery Standard*," says the *Mexico Intelligencer*, "in connection with the position of representative." Such things can, and ought to be said of him until he is elected. An honest, competent man wherever you place him is John W. Jacks.

THE United States now spends over \$170,000,000 a year on its schools, not including over \$10,000,000 annually spent in its colleges and universities. This is a larger sum than is spent in any other branch of the public service. This does not give evidence even to the search light of Dr. Rice and his satellites that the common school system of the United States is a failure.

DR. RICE did not start his crusade against our common school system in the United States quite early enough. It seems the expenditure for education increases more than twice as fast as the population. The expenses per individual of the population has increased from \$1.96 to \$2.31 in eleven years, while the gross expenditure has doubled in that time.

WE acknowledge, with thanks, to our friend Prof. C. B. Henson, secretary on invitation, to be present at the laying of the cornerstone of North Carolina's monument to the Confederate dead, in the Capitol Grounds, Raleigh, on Tuesday, May 22, 1894.

MR. T. H. PERRIN, one of the proprietors of the AMERICAN JOURNAL OF EDUCATION, has been elected president of the Board of Education at Alton, Ill., where he resides. Mr. Perrin evidently reads the JOURNAL with profit and pleasure—advertisements and all—as other people do, for he is acting in co-operation with Supt. Haight and Prof. G. E. Wilkinson of the high school, in arranging a new, enlarged and increased course of study for the schools of this fast growing and elegant suburb of St. Louis. Chicago, too, may become a suburb of St. Louis, if she behaves herself properly. By the way, Prof. Haight, who has been the able and efficient superintendent of schools of Alton for about twenty years, is mentioned favorably by many of the leading papers of the State for the position of State Supt. of Public Instruction for the State of Illinois.

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READ the advertisement of "Snap Shots," in another column, then send us \$1.00 and we will send you the AMERICAN JOURNAL OF EDUCATION for one year and one copy of this wonderful book, postage paid.

#### WHY NOT?

You have deserved nobly of your country.  
—Shak.

WHY not take the report of "The Committee of Ten," which Dr. Harris considers "the most important educational document ever published in this country," and use it? This committee is a fair representation of the character, culture, ability, experience and practical wisdom of the latest and ripest educational sentiment of the United States.

It is a committee above suspicion, above dictation, with no object to serve, but to unify and vitalize the efforts made in all our schools, so that each shall do the most and the best, with the time and material at hand.

The nine congresses all agree that the subjects taught should be correlated and associated one with another by a program, and by actual teaching. If the nine conferences had sat all together as a single body, instead of sitting as detached and even isolated bodies, they could not have more forcibly expressed their conviction that every subject recommended for introduction into elementary and secondary schools should help every other; and that the teacher of single subjects should feel responsible for the advancement of the pupils in all subjects, and should distinctly contribute to this advancement.

Glance for a moment over the names of this committee:

Charles W. Eliot, President of Harvard University, Cambridge, Mass., Chairman.

William T. Harris, United States Commissioner of Education, Washington, D. C.

James B. Angell, President of the University of Michigan, Ann Arbor, Mich.

John Tetlow, Head Master of the Girls' High School and the Girls' Latin School, Boston, Mass.

James M. Taylor, President of Vassar College, Poughkeepsie, N. Y.

Oscar D. Robinson, Principal of the High School, Albany, N. Y.

James H. Baker, President of the University of Colorado, Boulder, Colo.

Richard H. Jessie, President of the University of Missouri, Columbia, Mo.

James C. McKenzie, Head Master of the Lawrenceville School, Lawrenceville, N. J.

Henry C. King, Professor in Oberlin College, Oberlin, Ohio.

If these gentlemen do not know

the needs of our schools, from the primary or elementary school to the university course, we think it will be difficult to find ten persons in this country, or any other, who would be competent to give wise counsel in these directions.

This being the case, why not try it on? If in its practical application it needs modification here and there to meet local conditions, there ought to be ability and sagacity enough to make these modifications and report, for the benefit of all concerned.

Is it not better to try it on than to carp and find fault and belittle the work of our schools, and so blunder on, in the fogs of indecision and inexperience, subject to the whims of these neophytes who try a new "method," and consummate only a new failure every school day in the year?

#### THE ISSUE.

Not almost appears—  
It doth appear.—Shak.

IT is upon us—this issue of lawlessness and anarchy, or more intelligence and moral competence. We cannot avoid it or dodge the consequences.

The *New England Magazine* sounds this note of warning. The *Arena* is equally out spoken. The *Century Magazine* leads vigorously in the same direction.

The *New England Magazine* says that "power, which to-day is the people, must have knowledge, or can only move on to self-destruction."

"The alternative set for the modern world is that described by the title of Matthew Arnold's solemn book, 'Culture and Anarchy.' Culture means intelligence and discipline, mental and moral competence; anarchy means lawlessness and chaos. If we cannot have one and make it dominant, then we must and shall have the other, that is the issue. Nowhere is this truth so true as in a democracy. Where a people somehow or other has its governing done for it by a king, a kaiser, or an aristocracy, then it may do for a time if these governing creatures alone are educated and the body of the people are not. In such a state of things we say, order is possible; but in a democracy, where a people does its own governing, this is not possible. Where the blind lead the blind both must fall into the ditch. If a democracy cannot be kept pure and cannot be kept intelligent,

then it cannot exist. When evils become rampant in a democracy, when folly gets the reins, or corruption gets them, then it is only education, more knowledge and better moral discipline, that can stay the progress to anarchy and to despotism, which is always invoked to end anarchy when nothing else will do it.

"The great instrument for the education of the American people is the public school. So fundamental is the public school that it is not too much to say our very existence and safety depend upon its integrity and wise administration. We are witnessing to-day a genuine revival of devotion to the public school, a growing feeling on the part of many who have not felt it deeply enough, that its benefits ought to be made universal."

PROF. J. T. LINER, of Blount Co., Ala., seems to be one of the live teachers of the State. He needs and orders some "tools to work with in the school room" and circulates copies of the AMERICAN JOURNAL OF EDUCATION liberally among the patrons and tax-payers on the basis of the following statement from the *Educational Courier*, of Louisville, Ky.: "A year or two ago the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers and tax-payers would reimburse each teacher circulating it four-fold its cost each year. The teachers caught the idea, and wisely and zealously aided until one hundred and fifty thousand copies were put into circulation. At the close of the next year the report of the Superintendent of Public Instruction for Missouri showed an increase in the wages of each teacher \$19.62. Of course, it was not claimed that all this was due to this journal, but that it was an active and prompt and the principal factor in securing this increase in the compensation of our teachers no intelligent person will deny."

WHEN it is a spoken word, meaning a thing to those who have intelligence to understand it.

WE WANT 1000 more BOOK AGENTS for the grandest and fastest selling book ever published.  
**Our Journey Around the World**  
By REV. FRANCIS CLARK, President of the United Society of Christian Endeavor. 220 choice engravings, steel-plates, maps, etc. The King of all subscription books. 27-34d thousand. Agents average \$5 to \$10 a week, and make \$100.00 a month. One sold 120 in his own town-ship; another, a lady, 40 in one Endeavor Society; another, 68 in 10 days. Men and women agents wanted everywhere. Give Credit. Premium Copies. Free Outfit. Extra Terms, and Exclusive Territory. Write at once for Circulars to A. D. WORTHINGTON & CO., Hartford, Conn.



## THE NEW DICTIONARY.

We have all great cause to give great thanks.  
—Shak.

WHAT a great thing it is, for our seventy million people, that this "Standard Dictionary" has come furnishing us a vocabulary, of nearly 300,000 words with which to voice our thought, and to speak our greatness.

For years, wise men and women, the wisest, in every special department of human thought and discovery, those dowered with genius and special gifts to search out the needs of this latest time, have been at work and here we have the results in these opulent volumes—results as rich and rare in the illustration and interpretation of the printers' art, as in the realms of bibliography and philology.

When before has the cloistered knowledge and science, locked up in manuscript libraries, as well as the very latest discoveries, been so searched and kindled and brought out, so as to put it almost into atmospheric circulation among the masses?

The more carefully we scrutinize this work, the more appropriate seems to us the name—the "Standard Dictionary of the English Language."

The Funk & Wagnalls Co., New York, the enterprising and heroic publishers, say that in order to make this "Standard Dictionary" as complete and as authoritative as possible they expect it to cost not less than *one million of dollars*.

We have spoken of the rich and full vocabulary, and yet, after the stringent rules adopted by the able editors for the exclusion of useless words and phrases have been strictly followed, probably exceeding in extent that of any dictionary that has preceded this, the following *actual count* of the words and phrases recorded under the letter A will show to what proportions our language has grown:

Johnson Dictionary, total terms in A, 2,886.

Worcester Dictionary, total terms in A, 6,983.

Stormonth Dictionary, total terms in A, 4,692.

Webster (International) Dictionary, total terms in A, 8,358.

Century Dictionary, total terms in A, 15,621.

The Standard Dictionary, total terms in A, 19,736.

The full number of words and terms in these dictionaries for the entire alphabet is as follows:

Johnson, 45,000.  
Stormonth, 50,000.  
Worcester, 105,000.  
Webster (International), 125,000.

Century (six volumes, complete), 225,000.

Standard, nearly 300,000.

The editors have also wisely recognized the drift, conservative yet real toward the simpler forms of spelling, throughout the work. In all words fully Anglicized "e" has been preferred to the diphthongs "æ" "œ," as in fe[æ]tus, home[œ]opathy, e[æ]sthetics. In cases, however, where diphthongal forms are still largely or prevailingly used in current literature, the two forms have been bracketed in vocabulary place; as, esthetics }  
æsthetics }

When English and American usage differs, as in the spelling of honor (honour), favor (favour), the simpler form has been given preference, but the English form has also been given a vocabulary place.

Still more marked, we notice, has been the simplification of the spelling of many words in chemistry, such as bromin, morphin, quinin, sulfur. This has been done in compliance with the wishes of the Chemical Section of the American Association of the Advancement of Science.

We have thus briefly glanced at some of the more prominent features of this great work—but we shall return again, and again, to this inexhaustible fountain of language to refresh and reinvigorate our own limited vocabulary with the hope and expectation of enriching that of our growing constituency.

THE following are among the topics for discussion at the general sessions of the National Educational Association, at Asbury Park.

Professional Training of Teachers.

a. In Normal Schools.  
b. In Colleges.  
c. In Summer Schools.  
d. By Educational Publications.

Professional Obligations and Duties of the Teacher.

Needed Improvements in City School Systems.

The Influence of the Higher Education of a Country upon its Elementary Schools.

Report of the Committee of Ten:—The feasibility of modifying the programs of the elementary and secondary schools to meet the suggestions of the report:

- In Latin.
- In English.
- In Mathematics.
- In Science.
- In Geography.
- In History.

The Ethical Aim in Teaching Literature.

Child Study.

Moral Training through Instruction in the Common Branches.

Laboratory methods in Elementary Schools.

Horace Mann's Country School.

Out of School Culture.

The Educational Value of the World's Educational Exhibit.

## TENNESSEE.

We must follow the leaders in every good thing.  
—Shak.

IF Hon. Frank Smith, State Supt. of Public Instruction in Tennessee, finds a large job on his hands, he must blame himself and his most excellent and faithful committee for putting out the *best* "Program and Syllabus for the use of County Institutes" it has been our good fortune to get hold of. We advise county superintendents, county committees and other school officers in *all* the States to enclose a stamp or two and send to State Supt. Smith, at Nashville, Tenn., for a copy of this valuable, helpful, suggestive program.

This, too, is Supt. Smith's bugle blast to the hosts of educators in Tennessee.

STATE OF TENNESSEE,  
DEPARTMENT PUBLIC INSTRUCTION,  
NASHVILLE, 1894.

To the County Superintendents:

GENTLEMEN—This Program and Syllabus for County Institutes, prepared by special committee, and approved by the Convention of Public School Officers, *has my approval*.

I trust that each County Superintendent in the State will adhere to it as rigidly as possible. Give to each teacher in your respective counties a copy of this Syllabus as soon as received, so that all can have a chance to prepare for the Institute.

Let no Institute be for a shorter time than two weeks, and in every instance where it is possible, have it continue *four weeks!*

The schools of the State are in a *healthful condition*, but there is room for improvement.

Much more depends upon the County Superintendent than upon any other officer of the system.

The County Superintendent must be a *leader*. He must see that no incompetent persons are given certificates to teach.

He must see that all teachers are faithful in the discharge of duty.

Let us work together for the advancement of the schools of the State as we have never done before, each one striving to do his whole duty, and we shall certainly see that good results will follow.

Call on me at any and all times for anything that I can do to assist you in your respective counties.

Yours truly,

FRANK M. SMITH,

Superintendent.

NASHVILLE, TENN., Dec. 14, 1893.  
To the Public School Officers' Association:

Your Committee on Program and Syllabus for County Institutes for 1894, have the honor to submit herewith a report, which has been prepared at the request of the State Superintendent, and embraces all the branches required to be taught in the primary and secondary schools of the State. We have also added an Appendix, containing "Topics for General Discussion," "Suggestions to Teachers," etc., which, if properly used, will be one of the most interesting and profitable features of the work.

Respectfully submitted,

H. D. HUFFAKER,  
Chairman.

JOHN W. HYDEN,  
J. H. ALLEN,  
E. M. WRIGHT,  
J. G. MEADOWS,  
T. K. HENDERSON,  
O. N. SMITH,  
SAM C. BROWN,  
JESSE TOMLINSON,  
C. L. HAYES,  
Committee.

DR. WM. T. HARRIS, U. S. Commissioner of Education, in his last report has this good word to say for the private schools of the United States: "The private school serves a very useful function, both in providing a field for experiment along new lines of educational methods and in providing a safeguard against a too niggardly policy in the management of the public schools. If good wages are not paid for good teachers, they may withdraw and establish private schools. In this they serve a very useful function."

## LETTER WRITING.

You have deserved high commendation.—*Shak.*

WE present below lesson 126 from *The Farrian Complete Penmanship, Correspondence, Business Forms and Book-keeping*—a volume of 284 pages, by John Wesley Farr, Kansas Book Co. Publishers, Downs, Kan.

We are sure our teachers will find this to be a very helpful, practical work. By following carefully its suggestions in using the "forms" of correspondence, covering almost every possible event in life, mistakes would be avoided, and the success of your applications would be insured. Vastly more than people imagine, they draw portraits of themselves in letter writing, show their culture, or *lack* of culture, in the forms of expression they use, in spelling, in the use of capital letters. We get many letters, sometimes containing money, that are not even signed. Now this work, if carefully consulted, and its plain directions followed, will correct all these errors, and put many teachers in the way of securing good positions, which, for lack of the information it contains, they write letters which defeat the object they wish to secure. Its cost is trivial, compared with the benefits to be derived from a careful study of its pages. In order to show its practical value, we present Lesson 126 in full.

## BLACKBOARD ANALYSIS ON CORRESPONDENCE.

1. Parts of a letter.
2. Stationery.
3. Kinds of letters.
4. Use of capitals.
5. Punctuation.
6. Blemishes.
7. Literary items.
8. Postal, etc.
9. General directions.
10. Model letters.
11. Letters of application.
12. Business letters.
13. Letters of recommendation.
14. Letters of condolence.
15. Letters of friendship.
16. Letters of introduction.
17. Letters of congratulation.
18. Invitations, acceptances, etc.
19. General review.
20. Poem—Write a letter to-night.

## PART II—CORRESPONDENCE.

1. Parts of a Letter—
  - (1) Heading.
  - (2) Introduction.
  - (3) Body.
  - (4) Paragraphs.
  - (5) Conclusion.
  - (6) Folding.
  - (7) Superscription.

## 2. Parts of the Heading.

- (1) Position.
- (2) Items.
- (3) Punctuation.

## 3. Parts of the Introduction—

- (1) Address.
- (2) Title.
- (3) Salutation.

## 1. Define correspondence.

Correspondence is the art of composing and writing all kinds of letters. It may be defined as speaking by the pen or other instrument of writing. A letter is a communication between two or more persons. It may be defined as the intercourse between two or more persons by means of letters or messages.

## 2. How many classes of letters are there?

There are two classes, viz.: Public and private. Public letters include news letters designed for publication, reports and essays addressed to some person or parties. News letters are communications containing accounts of local places, persons and incidents addressed to the publishers of newspapers for publication. Reports are generally compiled and published by county, state and national officials. Essays are usually written by professional and literary students, and published in educational journals. Private letters are the most numerous. They include letters of application, business letters, letters of recommendation, letters of friendship, letters of introduction, letters of congratulation, etc.

## 3. Name the principal parts of a letter in order.

1. The parts of a letter are: (1) heading, (2) introduction, (3) body, (4) paragraphs, (5) conclusion, (6) folding, (7) superscription.

## 4. Name the parts of the heading of a letter in order.

The parts of the heading of a letter are: (1) position, (2) items, and (3) punctuation.

## 5. Describe the heading of a letter, and explain how it is written.

The heading of a letter consists of the name of the city, town or postoffice at which the letter is written, and the date on which it is written. In writing from a city, give the name of the city, the name of the State, the name of the street, and the number of your door. Or if you write from a school, its name should take the place of the number and name of the street. The date consists of the month, the day and the year in order. The heading of a letter should begin about an inch and a half from the top of the page, and if the page

is ruled, on the first ruled line of business sheets. The first line of the heading should begin a little to the left of the middle of the page. The second line of the heading should begin a little farther to the right than the first, and if it occupies more than two lines, the third line should begin a little farther to the right than the second. The day of the month, the year and in a city the number of the door should be written in figures, the rest in words. Begin each principal word with a capital. Set off each item by the comma and end the whole of the heading with a period.

## 6. Write a model letter heading.

Albany, N. Y.,

Aug. 13, 1894.

## 7. Name the parts of the introduction of a letter in order.

The parts of the introduction of a letter are: (1) address, (2) title and (3) salutation.

## 8. Describe the introduction of a letter and explain how it is written.

The introduction of a letter consists of the address, which includes the name, the title, the residence or place of business of the one addressed and the salutation. Titles of respect like Mr., Mrs., Miss, Dr., Rev., Hon., His Excellency, etc., should appear in the address. Salutations like Sir, Dear Sir, Rev. Sir, Madame, Dear Madame, My Dear Sir, My Dear Madame, My Dear Boy, Dearest Eva, etc., should always vary according to the writer's degree of intimacy and the station of the one addressed. The address of the introduction should begin on what is called the margin: At the left side of the page, and on the next line after the heading. If it is an official letter, the address may be placed at the bottom; but should never be omitted from the letter unless it is written in the third person. When the address occupies more than one line, the initials of these lines should slant to the right, the same as in the heading. There should be a margin of about one inch on the left side of the page, with which the writing should never interfere. The address and salutation should always begin on this marginal line. Begin each important word of the address with a capital. Set off each item by the comma, and close the whole with a period. Begin the salutation with a capital, and follow the whole by a colon.

## 9. Write a model introduction of a letter.

Mr. S. D. Teter,  
Boston, Mass.

Dear Sir:

10. Write the introduction of a letter to a lady or gentleman who lives at Auburn, New York, San Francisco, Chicago, Denver and Kansas City, in order given.

# Cuticura

## Works Wonders In Curing Torturing Disfiguring Skin Diseases

Sold throughout the world. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, \$1. POTTER DRUG AND CHEM. CO., Sole Proprietors, Boston.

It is announced that the opening of the twentieth century will be celebrated at Paris by a World's Exposition to exceed in grandeur any previous attainment of such kind. Preparations are already begun, and architects are at work upon the plans. The attention of Dr. Rice, Dr. Allen and other pessimists should be called to the fact that this affair is likely to be a success from an educational point of view.

## FOR FIFTY YEARS!

### MRS. WINSLOW'S SOOTHING SYRUP

has been used by millions of mothers for their children while teething for over Fifty Years. It soothes the child, softens the gums, allays all pain, cures wind colic, and is the best remedy for diarrhoea.

Twenty-five Cents a Bottle.

mcbrat.

PRES. G. STANLEY HALL, Clark University, says that the common school system of the United States now controls the body and soul of the growing child for more hours of every week than any other institution in history has ever done. Does not a consent so broad, a faith so deep, now give to education a peculiar religious consecration?

WE trust that Dr. Rice, Dr. Allen and the other cranks take note of the fact that Massachusetts, New York, Connecticut, and Ohio give more than *six years* of schooling to each inhabitant. The taxpayers of these States seem to look upon our common school system as a success, and not the other thing.

## READ THIS.

READ the advertisement of "Snap Shots," in another column, then send us \$1.00 and we will send you the AMERICAN JOURNAL OF EDUCATION for one year and one copy of this wonderful book, postage paid.



## OBSERVATION OF CHILD LIFE.

TWENTY years ago Taine asked solemnly: "Who will observe the babies?" And instantly everybody caught his breath, looked at his neighbor and solemnly echoed, "Who?"

One would suppose that up to that moment the babies had never been observed, and that thus the world had suffered irreparable loss. As a matter of fact, a few observations had actually been made at earlier dates within this field with the result that the world's wisdom had been more or less added to in however unostentatious a way. But the last half century has been specially conspicuous from its eager search for "origins," and the search has been made more or less definitely upon the assumption that the true "origins," in whatever field, are to be certainly discovered by simply tracing back any given process to its externally "first" term.

Hence have we books on the "Descent of Man." Hence have we a whole library made up of the "Sacred Books of the East." Hence are we threatened with inundation by a tidal wave of books recording "Observations of Child Life." And yet the true origins of any aspect of history are not to be discovered in the savage state of man, nor in the brute creation from which savage man may very likely have arisen. The true origins of history can be discovered only by taking into account the whole process of life. And this means that there must be taken into account not only the outward form of generations leading up from the mud of the primal sea to the complex organism serving the needs of the soul of man; it means also that account must be taken of the inner spiritual energy constituting the primal Cause which that outward process necessarily presupposes. And similarly the observation of the babies, if that is to have any possible valid result, must presuppose a fairly well-defined ideal of the type of mind of which the infantile mind is but a mere budding example. That is, it must presuppose a well-developed *rational* psychology.

Further, while it is interesting to know the forms of primitive human life, whether social, political or religious, yet to one who pauses long enough to inquire what is the real aim of investigation respecting such forms, it can scarcely fail to become evident

that the value of discoveries in such field must always remain very limited. For "beginning" and "origin" are by no means synonymous terms. To describe the former is by no means to explain the latter. To merely trace man back through history to the initial aspect of life on this earth is merely to eliminate one after another all the factors that give significance to the term "man." And so, to expect to throw any great flood of new light upon psychological problems by observations of mind in the merely rudimentary stage of individual development is to defy all requirements of logical procedure.

Observe the child, that is what each teacher (including mother and father as the first teachers of the child) must do if he or she would succeed as teacher. But such observation is not to be undertaken with a view to important contributions to psychology as a science, but rather with a view to the proper application to the individual case of psychological principles already more or less clearly apprehended. And for the most part the record of such observations could be of no real practical significance.

For the unfolding of psychology as a science what is needed is the patient analysis of mind in its maturest degree as manifested in richly developed minds, rather than the observation of the vague conditions of the infantile mind. The latter, let us repeat, is valuable within the range of education as an aid in the proper management of the case in hand rather than as serving to add materially to the science of psychology.

We but deceive ourselves when we attempt to evade the fact that psychology, properly speaking, is based in metaphysical principles, and that "experimental psychology" can never have any higher value than that of illustrative matter or, at best, than that of material through which principles otherwise discovered (discovered, that is, through reflective or critical thinking) may be verified.

No doubt it is through our "experience" that we arrive at the knowledge of psychological principles, but it is also true that reflective thinking constitutes precisely the fundamental factor in the experience by which such discoveries are made. And, further; So far from the principles discovered being based in experience

they are presupposed even in the simplest degree of experience.

To return to the specific theme of this pedagogical note, we have to add that only experts in psychology could be expected to make observations of child life leading to any valuable scientific results (as those of Preyer). And if anything were needed to confirm this the confirmation is at hand in a late number of the *Pedagogical Seminary*, which contains records of observations made upon children by various more or less untrained people, and in great part offering the dreariest trivialities. It is a pity that a journal which has done such signal service in the way of summarizing otherwise inaccessible educational literature should suddenly descend to recording such valueless matter—valueless the more the more the child observes that he is observed—a thing not likely to be avoided with novices as "observers."

Nor is it a matter of little moment to note that such wholesale "observations" as the new fad proposes must inevitably have the effect to further stimulate the already excessive self-consciousness on the part of the children of to-day. Rather let the children be taught to observe things—crystalline forms, plants, animals—and to record their own observations of them. Let them be taught to read by the rational method of substituting the best fairy tales and the like in place of the inane matter that fills our primary readers, and education will proceed with vastly less friction and to vastly improved results.

There is no such thing as child-psychology in contrast with mature psychology. Rather let the most mature results already attained in the science of psychology be thoroughly assimilated by the teacher and carefully applied in its total, indivisible significance in the guidance of children toward maturity. *Above all others let the teacher avoid crotchets, no matter how alluring the titles under which they pass; and let him hold firmly to the universal principles through which alone the true perspective of facts in the educational (or any other) world can be really preserved.* Nor let him be disturbed by the customary scoff of "metaphysics." Metaphysics? That is the name for the search after and into the science of things. What we want to-day above everything else is, not less, but more metaphysics.

W. M. B.

## LONG VACATIONS.

WE have urged for years in the columns of this journal *longer* terms of school, and we have stated and restated the reasons for this. President Charles F. Thwing, of Adelbert College, Cleveland, O., states the case plainly, as follows:

"Lawlessness is the general condition of boys in vacation. Every wharf and mill-pond becomes more dreadful to every parent. Apples and melons need a closer watch. They are more inclined to 'read' in the summer than our college men, and are possibly less inclined to find their happiness in harmless pleasures. They become juvenile Bohemians. They return to their books the middle of September, not with an appetite whetted by proper abstinence, but with a distaste created by a barbarian life. Every teacher knows that at least a month is required to restore classes to as good a working condition as was theirs at the close of school in June."

## HE BUILDS THE NEST.

So shining and so evident.—*Shak.*

"THE good God always builds the blind bird's nest!"

So runs a Turkish proverb sweet and wise.

How calmly may she fold her wings in rest,

Knowing his touch upon her shadowed eyes!

Thou, who hast known his love so strong and grand,

Rest, too, in his right hand.

"Behold!" he crieth, "I will bring the blind

By ways they have not known"—as—  
assurance sweet—

"Straighten the crooked path, make life more kind,

Turn darkness into light before their feet."

Is thy sight darkened, friend? Thy God can see,

Let that suffice for thee.

Unsheltered birds his providence shall shield.

The helpless soul shall lean upon his strength.

Our need, grown great, to greater love shall yield,

And help, though long delayed, shall come at length.

Wait for him, doubting not. He knoweth best

Who builds the blind bird's nest.

## \$100 Reward, \$100.

THE reader of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages, and that is Catarrh. Hall's Catarrh Cure is the only positive cure known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly on the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers that they offer One Hundred Dollars for any case that it fails to cure. Send for list of testimonials. Address, F. J. CHENEY & CO., Toledo, O.

Sold by Druggists, 75c.

## STILL ANOTHER SUCCESS.

As fresh as morning dew distilled on flowers.  
—Shak.

WE invite the attention of Dr. Rice, Dr. Allen, and pessimists of that ilk, to the following facts, as showing the absurdity of their lugubrious whines on the "mechanism," which they insist prevails in our public school teaching. If these examples do not show "success," and growth, and power, and variety in our school curriculum, will these pessimists and croakers please show us what they want. We shall be glad to publish it.

Here is a line from Mrs. Sidney Smith, from Niles, Mich., speaking of the advantages the common schools give to-day over those given a few years since. In speaking of the work of her daughter Ella in the high school at Niles, she says: "Ella has commenced to press flowers. She has to analyze fifty flowers this term. Has a book for the purpose. Has to draw the flower and describe every part of it and draw it as perfectly as possible. All these things so different from the time when we were young. To-morrow she attends a lecture before the high school on astronomy and makes a report of it."

This letter might have been written by an intelligent mother in Maine or Montana as well as from Michigan. In fact, at this point we take up the *Boston Journal of Education* and we find the work done in detail, indicated by Mrs. Smith, of Niles, Mich. What a work is here indicated, beside the cultivation of observation, spelling, defining composition, a world of collateral information showing both the fallacy and absurdity of Dr. Rice's claim of "dead mechanism" in our schools.

The following study of flowers was made last spring by a class of ten year old pupils in the Eliot School, Lynn, Mass., Ella M. Hersey, teacher:

The children began in March to watch the horse chestnut bud, and to notice the shape, size, bark, buds, manner of branching, etc., of the trees near the school. The first of April they broke branches from the horse chestnut, lilac, cherry and apple trees, and kept them in water, taking great interest in seeing the buds unfold. As the leaves in the trees developed, the children brought them in, learned parts, venation, apex, base, margin; drew, compared and described them. Corn and beans were planted, watched, compared, the cotyledon of the corn and its parallel-veined leaves, and the two cotyledons of the bean and its netted-veined leaves, noted thus preparing for the study of endogens and exogens.

A little later flowers were studied, parts learned, and little stories written about them. The children kept a list of the different flowers brought into school (when we were able to find out what they were) and were delighted when a new one was found. From the tenth of April till the last of June more than two hundred different flowers were brought in. The following list is just as it was

made out by one of the boys. The aim in this work was to cultivate observation and expression, to impart useful knowledge, to awaken and cultivate a love for the works of nature:

<b>April:</b>	<b>May 31:</b>
willow catkins	sycamore maple
alder catkins	daisy
poplar catkins	dog wood
white birch catkins	quince
sweet birch catkins	silver bell or Halesia
elm blossoms	star flowers
red or soft maple	yarrow
[blossoms]	white clover
sugar or rock maple	red rose
Balm of Gilead catkins	gilliflower
white or silver maple	sand-spurry
<b>May 8:</b>	<b>May 9:</b>
peach	blue violets
apple	dandelion
cherry	white violets
	bluets or innocents
	strawberry
	blue berry
	lady's tobacco
	pear
	shepherd's purse
	rock saxifrage
	mouse ear chickweed
	Jill-run-over-the-
	[ground]
<b>May 10:</b>	<b>June 1:</b>
ash blossoms	blue grass flower
Japanese quince	rhubarb
	iris or flower de luce
	red clover
	brome-grass
	bitter cress
	caraway
	spirea No. 2 (another)
	cow lily
	blue flag
	turnip
	black cherry
	coreopsis
	syringa
	Dutchman's breeches
<b>May 15-18:</b>	[or dicentra]
wild parsnip	<b>June 6:</b>
dog tooth violet	deutsia
plum	pitcher plant
musk	pink clover
June-berry shadbush	yellow iris
cinquefoil	<b>June 7:</b>
carex or sedge	dock
pepper bush	wild orchid (arethusa)
buttercup	real honeysuckle
bellwort	snow ball or guelder
black currant	[rose]
cowslip or marsh-	cruciform
[marigold]	hobble bush
mustard	yellow sorrel
hydrangea	blackberry
house leek	white locust
bridal wreath	double buttercup
forssythia	fringe tree
white currant	<b>June 8:</b>
red currant	false Solomon's seal
geranium	climbing rose
butternut catkins	star of Bethlehem
pansies	weigelia
yellow clover	pea
white grass blossom	rhododendron
red sorrel	marigold
gooseberry	yellow lily
calla lily	sarsaparilla
celandine	sweet peas
crocus	yellow rose
heliotrope	<b>June 12:</b>
oxalis	feverfew
pink	lantana
tulip	ivy geranium
lady's slipper	marguerite
bird's foot violet	blue columbine
oak (red)	lambkill
walnut	peony (white)
Solomon's seal	peony (red)
<b>May 19:</b>	<b>June 13:</b>
locust	lobelia
petunia	spiderwort
agaretum	wax plant
pine-apple plant or	loosestrife
[strawberry blossom]	golden ragwort
<b>May 22:</b>	<b>June 16:</b>
verbena	viburnum
nasturtium	spikenard
horsechestnut	soapwort
lilac	<b>June 16:</b>
ground-nut	white avens
skouring rush	self-heal
Jack-in-the-pulpit	basswood or American
herd's grass	linden
	marsh cinquefoil

**HOW WE ARE ABLE TO DO IT!**

These spoons were made up especially for the World's Fair trade, by THE ONEIDA COMMUNITY LTD., and were left on their hands. In order to dispose of them quickly we make this unheard of offer. **SIX SOLID SILVER SPOONS, HEAVY GOLD PLATED BOWLS**, each spoon representing a different building of the World's Fair. The handles are finely chased, showing the end of Columbus, and dates 1492-1893 and wording "World's Fair City." They are genuine works of art, making one of the finest souvenir collections ever produced. Sold during the Fair for \$9.00; we now offer the balance of this stock at **ONLY 99c**. Sent in elegant plush line case properly packed and express prepaid to any address. Send Postal Note, or Cash. Money cheerfully refunded if goods are not as represented. LEONARD MFG CO., Sole Agents, Dep. A 140, 20 Adams St., Chicago, Ill.

What the "CHRISTIAN AT WORK" of New York, has to say in their issue of March 22, 1894:

"These spoons have been submitted to us, and we are sure that those who need them will be exceedingly gratified to receive such dainty and useful souvenirs of the World's Fair as these spoons are. The Leonard Manufacturing Company will promptly and without question return the money sent in payment if the spoons fail to give satisfaction. We do not believe, however, that they will ever be called upon to do so."

orchard grass	silvery cinquefoil
white lilac	bladder campion
glade mallow	toad-phlox
begonia	May-weed
wisteria	pond lily
hawthorne	pink rose
<b>May 23:</b>	<b>May 24:</b>
horse radish	white thorn
spirea	lily of the valley
white trillium	honey-suckle
lousewort	lady's sorrel
woodbetony	Persian lilac
Solomon's Seal, No. 2	<b>May 26:</b>
<b>May 27:</b>	calceolaria
white thorn	columbine
lily of the valley	rose
honey-suckle	wild phlox
lady's sorrel	mountain ash
Persian lilac	red cherry
<b>May 28:</b>	wild geranium
calceolaria	rambling star
columbine	forget-me-not
rose	water parsnip
wild phlox	<b>May 29:</b>
mountain ash	pink
red cherry	barberry
wild geranium	double larkspur
rambling star	plantain
forget-me-not	elderberry
water parsnip	blue agaretum
<b>May 30:</b>	four-leaved loosestrife
pink	nettle
barberry	<b>June 20:</b>
double larkspur	smartweed
plantain	bittersweet
elderberry	nightshade
blue agaretum	checkerberry
four-leaved loosestrife	meadow-rue
nettle	dogbane
	common wood sorrel
	wild rose or sweet
	[brier rose]
	woodbine
	milkweed
	morning glory
	<b>June 23:</b>
	bedstraw
	<b>June 26:</b>
	sumach
	yellow daisy
	smoketree
	common St. John's wort
	bracted bindweed
	tomato
	sweet elyssum
	<b>June 28:</b>
	azalea
	mountain laurel

## ARE YOU GOING?

My very noble and approved good masters.

—Shak.

WE hope so, and we hope every teacher will persuade the district directors to attend also. Further than this, we hope the wise and timely suggestions of State Supt. Smith, "to work up a lively interest among the citizens" in the institute, will be followed out to the letter, not only in Tennessee, but in every other State. Here are more interesting and profitable suggestions to insure success:

STATE OF TENNESSEE,  
DEPT OF PUBLIC INSTRUCTION,  
NASHVILLE, Feb. 20, 1894.

To the County Superintendents, Directors, and Teachers:

The program and syllabus herein contained for Peabody Normal Institute, prepared with great care by a committee of the leading educators of the State and approved by the Public School Officers Association, is an official document from this department.

PEABODY NORMAL INSTITUTES.

There will be held four institutes, of four weeks each, at the following places: Knoxville, Monteagle, Nashville and Jackson. These will be desig-

nated as "Peabody Normal Institutes," and will be held annually. The first session will begin on Monday, July 9, 1894.

**Knoxville.**—Prof. T. C. Karns, principal, Knoxville; Prof. T. W. Jordan, Knoxville; Prof. G. F. Mellen, Knoxville; Prof. C. D. Schmidt, Knoxville; Supt. J. C. Ford, Knoxville.

**Monteagle.**—Prof. A. P. Bourland, principal, Nashville; assisted by the entire faculty of the "summer school" to be held at that place.

**Nashville.**—Dr. W. H. Payne, principal, Nashville; Prof. Wickliffe Rose, Nashville; Miss Minnie Holman, Nashville.

**Jackson.**—Capt. Thomas H. Paine, principal, Jackson; Prof. Wharton S. Jones, Memphis; Prof. S. A. Mynders, Lexington; Prof. G. R. McGee, Trenton; Supt. Price Thomas, Union City.

The course of study is divided into two parts. The first part will be taught during this year, and the second part the year following; so you must not destroy this copy of the syllabus for fear that you may not receive another.

## ROLL OF HONOR.

Teachers who attend either of these institutes for two terms, completing the course of study, and shall have taught school for three years, will be placed on the roll of honor, and will be exempt from future examinations in this State; but annual certificates will be furnished each applicant by the County Superintendent where the individual desires to teach.

## CERTIFICATES.

The County Superintendents of the several counties have been notified to issue certificates as follows:

A first grade certificate will embrace all the subjects required in both the primary and the secondary course, and must be of an average of 85 per cent.

A second grade certificate will likewise embrace all the subjects required for a first grade, but will be of an average of 65 per cent.

A third grade certificate will embrace all the subjects required in the primary course, and must be of an average of 85 per cent.

The object of this is to improve the qualifications of the teachers, and without this there can be no improvement in the public schools of the State.

Let no one take a back seat; all come to the front.

For further information, address this department or any member of the faculty where you desire to attend.

Yours truly,

FRANK M. SMITH, Supt.



## HOW?

BY THE AUTHOR OF "PRESTON PAPERS,"  
NO. 37 WEST 10TH ST., NEW YORK.

THERE are various ways, which even the humblest teacher of the most obscure school in the land may work for the general good of education, for the uplifting of the profession, and for the better pay of teachers and superintendents. I shall enumerate but a few, and ask each one who reads these words to *help in the reform* which is necessary in some lines.

FIRST—*Do your level best* for every school, class and pupil that comes within your touch. You can thus create a ripple whose outer circle will end only with eternity.

SECOND—*Magnify the profession* by giving your work in the school-room the first place in your plans, thoughts, efforts, not only in school but out, and make other things subordinate and secondary. Don't use your position merely as a stepping stone to other and different avenues of life work, but *be a success in this*, and make your social pleasures, your mental acquisitions, your friendships, contribute to it.

THIRD—*Stir up the enthusiasm* which exists everywhere, though latent in some neighborhoods where it has so long lain dormant that it may require dynamite to develop it. *Use your dynamite.*

Get the leading people of your town to visit your school and see your classes in their every day dress at their every day work. What if they "haven't any children in the school?" *Some one has*, and many others ought to have. Get the parents in, too. And occasionally have an evening entertainment or review, or "base ball geography" or spelling match, or arithmetic race, something, *anything* to draw attention to your work—and SEE TO IT that your work is worthy of attention!

FOURTH—*Be loyal to your officers* and to your predecessors; even though in your heart of hearts you know that you know better than they do. *Win them*—but don't traduce them, for the sake of yourself, your school and your profession. Observe the spirit of fraternal courtesy, as if you belonged to any of the other learned professions.

FIFTH—*Admit the defects* of the "system," but don't let any one belittle it by sarcasm, contempt, exaggeration (nor worse) without a sturdy protest on your part. Call for proof and don't take a lot of glittering generalities as evidence, when teachers and school officers—as a class—are being outraged. Frank, generous, *honest* criticism is helpful; but that which finds its only outlet in a sneer smacks of envy, malice and meanness, and you ought not to allow it to pass unnoticed.

SIXTH—Equip yourself with the literature of your profession, as the lawyer, doctor, minister does with his. Don't find fault that there is "nothing new" and "nothing worth while." *If that is true* you have a duty toward the liter-

ary element of your calling; *help build up that department.* Subscribe for your professional papers and get your associates to read them, too, and see what is going on in the educational centers outside of your "world," and pass them around. Contribute to them, too, and *help* make them fresh, witty, newsy and practical. *Wake up* and wake up others through their columns. Build up your professional library in this way—if you positively *cannot* buy books; but if you were a dressmaker, a tailor, a stenographer, you would amount to little if you had no "tools." What are your tools but your books and papers? How much do you spend upon them annually? *Don't* make me change the form of this question, and write "How little do you spend?" And buy "outside" books and papers, too. Get a broad, as well as a special culture for your work.

SEVENTH—*Don't* degrade your profession by teaching for the same salary you would get as a dish washer or wood chopper. *Do* either of these things whenever necessary or desirable; it will not hurt you nor be fatal to your integrity nor to your mental brilliancy—but *when you teach have a price commensurate to your preparation* for your work.

EIGHTH—*Don't* "cut rates." "Brokerage" in this business is not honorable. *Do your duty* by your predecessor, your rival and your self-respect, in this regard.

NINTH—*"Vote as you pray"* for intelligent men *who will legislate intelligently* upon all educational questions. If you belong to the "silent seven," *vote* just the same—by "proxy."

FINALLY—*Use all honorable means* to build up, ennoble and dignify the calling to which you have given your best promises.

WE plead earnestly and constantly for more education, for longer school terms, and for the better compensation of our teachers, in order to give the *people* more *intelligence* and more power. Our teachers circulate the *nine editions of the AMERICAN JOURNAL OF EDUCATION* widely for these reasons. They help themselves by so doing. They *know* that *ignorance* is weak, that it cannot lead—it is distrustful, helpless. A fair day's wages for a fair day's work, is a just demand on the part of the people, and if there was intelligence, wisdom and justice enough on the part of the men who assume or who are elected to govern, this idea would be practicable. There is not *intelligence* enough for this; hence poverty, idleness, danger. Yes, ignorance is costly in this country. Our schools help to remove these evils. This journal stands for, works for the establishment, extension and maintenance

of the free, unsectarian common school in all the States, as both the safest and cheapest remedy for these present evils and dangers. We ask the co-operation of all of our 400,000 teachers in this work.

## Practical Geography Topics.

We do learn,  
By those that know the very nerves of State.  
—Shak.

[Prepared for the schools of Auburn, Me., but equally profitable for any other State. We find it in the *Boston Journal of Education*.—ED.]

1. School.
  - Diagram of room.
  - Points of compass.
  - Location of objects in building.
  - Location of building in yard.
  - Location of building in town.
  - Map of school yard.
2. Town, County, State and United States.
  - Map.
  - Size.
  - Division.
  - Soil.
  - Physical features.
  - Natural resources.
  - Productions.
  - Industries.
  - Population and people.
  - History.
  - For what noted?
  - Places of interest.

Locate town in county; county in State; State in United States, and United States in continent. Take journeys through State and United States, from ocean to ocean, and give description of the leading cities through which you pass, with number of inhabitants and for what they are chiefly noted.

## CLOSER SUPERVISION.

Full of wise care is this your counsel.—Shak.

STATE SUPT. E. O. WELLS, Wisconsin, says, that the efficient superintendent does his most effective work not by means of legal enactments, but by tactful leadership. His gentlemanly bearing, his scholarly habits his prudent counsel, his industry and enthusiasm, create conditions and direct efforts in ways that laws can never reach. In order that this influence may be at its maximum the superintendent's district should be limited in extent. Seventy-five schools will afford ample scope for the best available talent. If the usual terms could be lengthened and the salary increased to an equality with that paid to the principals of the city schools, the position would attract and hold capable men.

In Massachusetts great improvements have been effected by the union and consolidation of schools. A State law authorizes towns to appropriate money for the transportation of children. This privilege is generously used by many towns, some spending several thousand dollars in transportation.

Small schools are being united, and the plan of bringing all the children of a town to a central school is growing in favor. Several towns have adopted it with success.

By this arrangement the children enjoy the advantages of graded schools, in commodious and well-equipped buildings. There is found to be better attendance, better teaching, better discipline, and easier supervision. It is the most democratic of school systems, giving to all the children of the town equal school privileges.

## A GREAT WORK.

If I should tell thee o'er this thy day's work  
Thou'dst not believe thy deeds.  
—Shak.

HON. FRANK SMITH, State Superintendent of Tennessee, points out clearly some of the "results of a *successful Institute*." He, of course, only hints at the matter, for teachers and people would "not believe thy deeds" if *all* the results were told. They cannot be told. Here are the hints as indicated by Supt. Smith. Of course it is known and understood that state lines do not bound truth or these helpful suggestions. They are as good for Missouri as for Tennessee or Maine, as good for Texas as for Montana.

The following are the legitimate results of a well-conducted Institute:

1. The professional standard is elevated.
2. The professional spirit is quickened and energized.
3. The organization, instruction, and management of schools are improved.
4. The school-children realize a *new life* by the impartation of the superior spirit and power of the teacher, for "as is the teacher, so is the school."
5. Teachers and directors are brought into more intimate relation in their common work.
6. Teachers and patrons are brought together in sympathy and co-operation.
7. Directors and patrons ascertain the relative qualifications of the teachers of the county.
8. Teachers have the opportunity of comparing their respective attainments in the science and practice of teaching.
9. An educational *spirit is awakened* in the school districts. The *importance* of education is better understood, for the work of the genuine teacher is felt and appreciated.
10. The people realize the true mission of the teacher, and the teacher feels his force as a factor of the people. During the last fifteen years the county institutes have done a great work for Tennessee.

It will be wise for the teachers in *all* the states to get these practical suggestions on "How to Insure a *Successful Institute*," by State Superintendent Smith, into the local papers.

THE officers of the N. E. A. and the Local Committee have been exceedingly fortunate in securing the services of Mr. S. Sherin as Secretary Local Executive Committee, Asbury Park, N. J. He is a regular Napoleon in power of organization, as well as in completeness of detail. He will not only secure a very large attendance, but he will insure the best kind of care and attention to all in attendance. Asbury Park is of itself one of the most beautiful and attractive seaside resorts on the Atlantic Coast, about forty miles from New York City and two hours ride from Philadelphia. It has most spacious and magnificent hotel accommodations and all members of the Association will be granted half-rates at hotels on presentation of their Membership Certificates, during the meeting.

#### FAST BUT SAFE.

Fast bind, fast find,  
A proverb never stale in thrifty mind.

—Shak.

THE Baltimore & Ohio R. R., the direct line from St. Louis to New York via Washington, with stop-over privilege at the capital of the nation, leads off with its safe, fast trains, and its unequalled equipment, so as to "fast bind" all its old friends and the traveling public begin to "fast find" this favorite route also. Here is a specimen of what the crowds of teachers who take this route to the meeting of "The National Educational Association at Asbury Park" will find. It is fast, but it is safe—"two miles a minute."

Here is the record. "The giant locomotive Columbia, with its seven-foot driving wheels, is making remarkably fast time on the Baltimore and Ohio. It has been running between Baltimore and Philadelphia and has made spurts at the rate of nearly two miles a minute."

Some of the old "slow coaches," with their roundabout trains to Washington, Philadelphia and New York, will wake up to the fact one of these days that "The Baltimore and Ohio Southwestern" has not only come to stay, but that it has come to take the people east, and bring them back again.

"Fast bind, fast find,  
A proverb never stale in thrifty mind."

GREAT preparations are being made by teachers all over the country to attend the next meeting of the National Educational Association of the United States, at Asbury Park, N. J., July 6-13, 1894. The

Executive Committee consists of Albert G. Lane, President, Chicago, Ill.; E. H. Cook, First Vice-President, Flushing, N. Y.; Irwin Shepard, Secretary, Winona, Minn.; N. A. Calkins, Chairman of Trustees, New York City; J. M. Greenwood, Treasurer, Kansas City, Mo.

The local interest in the approaching session is highly gratifying and insures the most complete provision for the success of the meetings and the entertainment of the members.

Asbury Park is located only forty miles from New York at the most delightful point of the New Jersey coast. Its beautiful beach is continuous with that of Long Branch, Elberton, Hollywood, Spring Lake, Sea Girt and Ocean Grove. Its selection as a place for meeting is heartily approved, and a large attendance from every part of the country is already assured. The following announcements regarding railroad rates are authorized:

The Trunk Line and Central Traffic Associations have authorized a rate of one lowest first-class fare for the round trip, plus \$2.00 membership fee coupon, which is to be paid to the treasurer of the National Educational Association. The tickets are to be extended to September upon deposit with a joint terminal agent. Application has also been made to the New England Passenger Association, the Southern Passenger Association, the Western Passenger Association and the Canadian Railroad for the same rates.

#### "KATY" FOR SHORT.

Kate of Kate, my super-dainty Kate.—Shak.

TRUTH is truth in all times and in all places. It matters not whether it is spoken by Bacon or Shakespeare, or by Mr. Barker, the new General Passenger Agent of the M. K. & T. R. R. The point is this: "The Katy," with its new and splendid equipment, its own line direct from St. Louis Hannibal and Junction City, Kansas, down through the Indian Territory to Denison, Fort Worth and Houston, taps all the principal points in all these three States of Missouri, Kansas and Texas.

"Life is too short" to take in all these three empires at one turn, and so this important railroad line is called "Katy" for short.

"Kate the prettiest Kate in Christendom,  
Kate of Kate Hall, my super-dainty Kate,  
Hearing thy beauty praised in every town,  
Thy virtues spoke of,  
Yet not so deeply as to thee belongs  
Myself am moved to woo thee."

That's what's the matter. The attractions of the "Katy" route through all these three great empire States are so strong that the people are "moved to woo thee." In fact through all the loss and depression of business for months past on other lines the earnings of "The Katy" show a steady, substantial increase.

The officers are modest—they want "The Katy" and its facilities for doing business, its attractive equipment for taking the best kind of care of its passengers stated plainly, fairly, truthfully, so that the teachers in the whole southwest when they start for the National Educational Association shall know just which line to take to reach St. Louis, stop over a day here and visit "Shaw's Garden," and then on to Washington, Philadelphia and Asbury Park direct, by the Baltimore & Ohio Southwestern line.

In fact, not only the teachers but their friends too, we think can go along and take a "dip" in the cool waves of the Atlantic Ocean, at Asbury Park. Better arrange to go early.

#### "The Public School System of the United States."

BY THE AUTHOR OF "PRESTON PAPERS."

IS NOT the above title of Dr. Rice's book somewhat of a misnomer? The United States public school system is not limited to cities, where politics plays the important part represented therein, but embraces the Union and District Schools, which form by far the larger share of the system.

Take New York alone, for instance, there are 33,000 teachers in the State, all of whom are balanced in the scale and found wanting, because some of the larger cities have been "observed" in their work, which work can not be typical of that done in smaller cities, villages and the rural districts, and yet it is made so by the words of the title as well as by the introduction which says specifically that the author made his journey under the auspices of *The Forum* for the purpose of studying the public school system of the United States.

Those who have had experience in the work of supervision (and of teaching) claim that there are fewer impediments, and better work done, in the large area that has received no notice than in the cities, which are concededly in the minority even as to numbers. (There are about 400,000 teachers in the United States, while only about 1,200 of one class were visited and used as types.)

Now, there is enough to be said as to faults of the system—and of its teachers and officers—when done fairly and just-

ly; but it is not fair nor just to the great army of over-worked and under-paid teachers who constitute the real "average" that they should be made to bear the ignominy and ridicule attaching to the "purely mechanical work" found as set forth by the author of the above mentioned book. Let us have fair play, even in criticism, which is only valuable when fair.

#### A STRONG PLEA.

I am ignorant in what I am commanded.—Shak.

WE rather think that Prof. W. Harper, of Americus, Ga., in the following plea for light, guidance and wisdom, voices the thought and wish of tens of thousands of struggling teachers, to whom the "report" of "The Committee of Ten" will be welcome.

Prof. Harper in a late issue of the *Southern Educational Journal*, Atlanta, Ga., says:

The literature of education, it must be confessed, is in an unsatisfactory state. An endless procession of methods and devices is offered to us without anything to indicate whether the same or something better has not been presented a thousand times before on the same topic.

Organization of knowledge and a scientific method of investigation are largely wanting. I have often thought what a boon it would be if some competent hand would collate the vast amount of material on hand and show us what part of it may be considered as established and in harmony with accepted educational principles, and what part is yet debatable. We would then know where we were, and the beginner would know what he had to do to master the essentials of educational science and of the corresponding part of teaching, and it would be within the reach of everyone to become reasonably proficient within a moderate time, as it is in other studies and lines of effort. But, as things now are, the student of pedagogy does not know well where to begin, nor the extent of the field to be covered, nor how far he has advanced at any time toward proficiency.

The "boon of the competent hand" has been found. Study carefully and apply the report of "The Committee of Ten."

THE furious race of Dr. Rice from Boston to San Francisco to get proof of the failure of the common school system of the United States seems not to have counted for much after all. The total enrollment counts up 14,669,069, or 23.9 per cent of the population—nearly one-fourth. The enrollment for 1890 was 304,000 more than in 1889. Ordinary people who had not a "case" to make out would think this a success, not a failure!



PROF. GEORGE W. KRALL, of the Washington University, St. Louis who prepared the set of experiments which appears in the report on Secondary Education in the Committee of Ten, and who has taught physics by the laboratory method for several years, has been two summers at Harvard University taking the elementary courses in physical measurements in that institute, proposes to give teachers of elementary physics an opportunity to learn the *laboratory method of teaching*, and also to give a course of physical measurements during the summer, if a sufficient number of applicants present themselves.

The University is well equipped with the apparatus necessary for this instruction. The course will begin July 5th and extend five weeks, ending August 9th. Each student will be required to devote his whole time to the work, and will be expected to perform at least one hundred experiments, and make a complete record of his observations and results. The work will be strictly practical.

Those who intend to take this course are requested to give early notice of their intention in writing to the treasurer of the University, or to George W. Krall, Manual Training School, St. Louis, Mo.

#### ILLINOIS.

Things won, are done;  
Joy's soul lies in the doing.—Shak.

HERE too is another success. Will Dr. Rice and his satellites please take notice of the following facts. They are official. The people of Illinois do not, as you see, believe the common school system of the State is a failure.

The total receipts of money of the school district, including the balance left from 1892, were \$18,931,256.38. The total cost of the schools for the year amounted to \$14,442,288 09. Amount paid teachers, \$8,420,330.57; for new school houses, \$1,838,584.52; for school-house sites and grounds, \$225,416.47; repairs and improvements, \$910,626.26; school furniture, \$225,945.12; apparatus, \$89,188.97; books for poor children, \$7,927.57; fuel and incidentals, \$1,416,549.94.

Such amounts of money are not collected and expended for failures.

Another point to which we are glad to invite careful attention is

this—for we have been working to secure this for some years:

The average monthly wages paid male teachers, \$60.90; average paid females, 47.07. That brings it up to over \$50.00 per month.

In the matter of *good* reading for the pupils and parents, a good beginning has been made. There are 2,105 districts having school libraries, containing 19,166 volumes. This is a success.

The private schools of the State are doing a successful work also. In 967 private schools reported, there were enrolled 121,050 pupils, 58,460 males and 62,590 females. These pupils were taught by 1,228 male and 2,109 female teachers.

Here is another success. The total enrollment in the public schools of the state for the year was 826,025, increase of 16,633 over that of 1892.

More money for schools, more and better teachers, a large increase in attendance, an average of over \$50.00 per month in the compensation of teachers.

Let Dr. Rice and the owls hoot! We take the official reports and show success.

If any one doubts the fact that it is *ignorance* that costs, and not intelligence, let them take an example or two furnished by the cost of the corrections made in the pages of the "Funk & Wagnall's Standard Dictionary of the English Language." The publisher says that the *original* cost of the type composition of a page of the Dictionary was a little over \$6.00; the average cost of corrections and alterations per page was over \$33.00, making the type-setters' bill for each page nearly \$40.00. That is, the printers' bill for *authors' changes* were more than five times the *original cost of type composition*. Of course it is due the publisher to say that the changes in all copy and proofs made indicate the extraordinary care exercised to avoid typographical and other errors, but *five times original cost of each page must be paid for..*

#### COMPOSITION SUBJECTS.

I crave our compositions may be written.  
—Shak.

FROM the one thousand subjects given by Prof. A. W. Emerson in his "Rules for Essay Work," a book which we most cordially commend, we extract the following samples for use among those who are not so fortunate as to own the book:

The Influence of Shakespeare on

the English Language.

The Superiority of a Republican Form of Government.

What shall I read?

Woman's Rights.

Work for Women.

Woman's Political Influence.

Woman's Influence on Society.

Iceland and its People.

Physical Culture.

Silence a Power.

The Advance of Education in the South.

Should Cremation Supersede Burial?

What is Culture?

THE great point for advertisers to consider is the character as well as the extent of the circulation of a given advertising medium. *Printers' Ink* has the following appreciative commendatory words for the State of Georgia. Our own experience proves the truth of the statement:

"The advertiser who is in doubt about the propriety of spending money in the Southern States, will find Georgia by far the most promising field in which to make an experimental trial. It has the greatest number of the best people to the square mile, as well as more square miles than any other Southern State except Texas, and is better equipped with newspapers for the advertisers' use than any other, if we omit from the consideration what are usually spoken of as the border States."

FILL up your local papers with items of progress in your schools.

Below is a fac-simile of a communication recently sent to the AMERICAN JOURNAL OF EDUCATION by Messrs. Geo. P. Rowell & Co., publishers of the "American Newspaper Directory." We reproduce here for the benefit of advertisers and our readers and to emphasize the fact that the JOURNAL, not only LEADS in Missouri, but in the great Southwest.

#### Largest in the State OF ITS CLASS.

#### AMERICAN JOURNAL OF EDUCATION:

In a list of Class Journals enumerated in the American Newspaper Directory for 1894 the paper to which this circular is addressed will have a higher circulation rating than is accorded to any other paper of its class in the State.

Geo. P. Rowell & Co.,  
Publishers American Newspaper Directory,  
No. 10 Spruce Street, New York.

Communications concerning advertising may be addressed to any responsible agency, or direct to  
PERRIN & SMITH, PUB'S.,  
206-212 Vine Street,  
St. Louis, Mo.

## Loss of Flesh

is one of the first signs of poor health. Coughs, Colds, Weak Lungs, Diseased Blood follow.

## Scott's Emulsion

the Cream of Cod-liver Oil, cures all of these weaknesses. Take it in time to avert illness if you can. Physicians, the world over, endorse it.

Don't be deceived by Substitutes!

Prepared by Scott & Bowne, N. Y. All Druggists.

## C. & A. RAILROAD

The Great Popular Route from

ST. LOUIS TO CHICAGO,

And all points in the North and Northwest and to all Eastern cities, and from St. Louis to Kansas City and all points West. Connecting in Union Depots, Pullman Palace Sleeping Cars, Pullman Parlor Buffet Cars, Palace Dining Cars, Horton Reclining Chair Cars, without extra charge.

See that your ticket reads via

#### CHICAGO & ALTON RAILROAD.

C. H. CHAPPELL, General Manager, J. CHARLTON, Gen'l Pass. & Tkt. Agt.  
CHICAGO.

D. BOWES, Gen. West. Pass. Agt., J. M. HUNT, City Pass. & Ticket Agt.

216 North Broadway,  
ST. LOUIS, MO.

A. H. ANDREWS, ESQ., of A. H. Andrews & Co., Chicago, sails for a tour of Europe with his family, on May 30th, on the steamer "Majestic," of the White Star Line. Mr. Andrews, after thirty years of continuous effort to serve the schools of the United States has earned this needed change and rest, and his numerous friends will be glad to hear the time has come when he can take it

## PRACTICAL WORK.

Leaves no rubs nor blotches in the work.—Shak.

EARLY on page 9, Hon. Frank Smith, State Superintendent of Tennessee, in his "Program and Syllabus," starts out to have teachers *know* exactly their status as teachers, know the duties, powers and responsibilities of district directors—that is, know if taxes had been properly levied and collected so that there would be *money on hand* to pay the teachers promptly their salaries, as other county and State officers are paid, and to discharge other obligations for establishing, maintaining and extending the common, unsectarian schools of the country.

Of course teachers must be honest and discharge their obligations promptly and fully. In order to do this they must be paid the money they earn promptly and fully. Teachers must *know* before they engage to teach what their compensation is to be, and that it will be paid promptly, so that they can *attend* the *institute* and pay their car fare and board and tuition while there. Railroads and hotels do not run "on tick" in Tennessee, nor any other State—so, early, Superintendent Smith looks out that this matter of the

## SCHOOL LAW

shall be carefully and intelligently looked into. More than this as there are *duties*, powers and responsibilities on the part of district directors, so these are powers, liabilities and responsibilities on the part of teachers.

How wise, well and helpful is all this on the part of Superintendent Smith, of Tennessee, or the superintendent of any and every other State too, to have all of this looked into, understood legally, acted upon.

Here is the

## SYLLABUS

and its divisions. No excuse you see for neglect or for wrong action.

MONDAY, 1:30 P. M.—40 Minutes.

## SCHOOL LAW.

## 1. Board of Education:

- (a) Membership.
- (b) Powers and duties.

## 2. Superintendent of Public Instruction—Powers, duties and responsibilities.

## 3. County Superintendent:

- (a) Oath.
- (b) Powers, duties and responsibilities.

## 4. District Directors:

- (a) Oath.
- (b) Legal protection.
- (c) Duties, powers and responsibilities.

## 5. Teachers:

- (a) Legal qualifications.
- (b) Legal Protection.
- (c) Powers, liabilities and responsibilities.

## 6. What is a legal school? Can any other school draw the State fund?

## ANOTHER SUCCESS.

It is upon record.—Shak.

HERE is another success. It is a recorded success, also. If these successes are kept up, and there are those found wise enough to state the facts, and publishers found with courage and public spirit enough to publish them, what will become of Dr. Rice, Dr. Allen and the other small pessimists who are so little, and croak so loud? Poor things! Some one should take them in and throw a warm blanket over them. Here comes the author of the "Preston Papers," and in her breezy, truthful way, says that in the city of New York "I have found enough good schools to lead me to believe that they have been grossly misrepresented." The author of the "Preston Papers" is competent authority on this question of *good schools*. "I tell you what I saw to-day in Grammar School No. 69, Matthew J. Elgas, Ph.D., principal. Time and space forbids special mention of other things that please me about this school; but it was the Friday session of the Business Class (Bernard Cronsin, teacher,) where I found about forty wide-awake boys. \* \*

"It was in the literary organization where the boys did their best work, to-day, although that may not always be true. The president took the chair and gravely rapped the 'house' to order with a 'truly' gavel, and the secretary did his work on the blackboard, while the teacher seemed to have no business except as umpire or referee.

"It was election day, and all phases of politicians were present, from the 'stump' speaker to the defeated candidate. And what an uproar when the floor was open for nominations! No senatorial contest ever called for more vigorous action, 'delegates' on the floor by the dozen, eager to be first recognized, each having to wait until the autocrat in the chair gave the formal token which seated all but one.

"Then when the nominations closed and the 'stumpers' were

allowed to speak on the merits of their candidates, boy nature just bubbled over—until, like Thomas Hood, I wished I were a boy again! One 'man' who had nominated a favorite (purchased?) for secretary, suggested as a valid claim to the office, 'He says he can write better than any of us!' Another, whose candidate for the office of treasurer seemed 'weak,' called for the circumstantial evidence of integrity by asking the voters to look at the records of their men and see how and where their vacations had been used, what young ladies had been their associates, how their money had been spent, etc., while another objected somewhat forcibly that 'so long as he only spends his own money, we've no right to inquire into his private affairs!'

"Well, it was a good class in Parliamentary law, and when I have time I am going in to enjoy another half hour with 'the boys,' for *there wasn't a mechanical recitation heard.*"

Something will have to be done to stop these "successes," or Dr. Rice will lose his stock in trade with the rest of the croakers on "Mechanism" in our common schools.

## KENTUCKY.

God help us—it is a world to see.—Shak.

CAN you make 90 per cent. in answering the following ten questions? These questions show how much our teachers need the broad culture advocated so constantly in these columns as against the narrowing influence of some State "method" in teaching geography. These questions are from the State Board series, used in Kentucky, and are liable to be used in any other State.

## GEOGRAPHY.

1. Name the grand divisions of the world in the order of their areas, beginning with the largest.
2. Name two republics, two empires, and two kingdoms of Europe.
3. Name the provinces of Canada and tell how they are governed.
4. What causes change of seasons? Illustrate by a diagram.
5. State the origin, course, and character of the Nile river. Of the Mississippi river.
6. What is the Ecliptic?
7. Locate Duluth [ask Proctor Knott], Havana, Buenos Ayres, Gibraltar and Sydney.

8. What are the tides? How often do they occur? How are they caused?

9. Why does the length of a degree of longitude decrease as we recede from the equator?

10. Draw an outline map of Kentucky, and locate five of its largest cities and five of the largest rivers in the State and on its borders.

## TO THE COUNTY SUPERINTENDENTS.

It hath given me earnest of success.—Shak.

HON. FRANK SMITH, State Superintendent of Public Instruction, Nashville, Tenn., means *success*. Here are a few suggestions. Among other items to "work up a *lively* local interest among the citizens." This is *all* important. The citizens are taxpayers. It is one of the *first* duties of these gatherings to "interest the citizens." We have attended institutes where this important matter was overlooked or ignored and so one of the most practical and helpful features of the institute was lost. Our teachers must show the taxpayers the *value* of their work; more, if they would enlist their interest enough to secure the money necessary to establish, maintain and extend our common, non-sectarian school system until every child can and shall avail themselves of its immeasurable advantages. These ringing, cordial, practical suggestions of State Superintendent Smith will, if followed out, *issue* success.

1. Begin preliminary arrangements for the Institute early. Decide upon the time and place of holding the Institute, and appoint a local committee of arrangement, whose duty it will be to provide a place of meeting, secure hotel rates, *work up a lively local interest among the citizens, etc.*

2. Hold no examination of teachers until the close of the Institute.

3. Urge all teachers in your county to be on hand the first day, and remain till the close.

4. In recommending teachers for positions, always provide first for those who attended the Institute—other things being equal.

5. Set apart certain days—from two to four annually—for public examinations of teachers, and examine no one privately except when circumstances make it absolutely necessary. It is a waste of time to examine teachers privately.

6. Insist on having all schools thoroughly graded, following the course of study as closely as possible.

7. In graduating pupils, either from primary or secondary schools, use the plan adopted by the Association of Public School Officers, in December, 1893.

8. There is no greater factor in civilization than a *teacher of teachers*; therefore, secure the *best talent*, local or foreign, to conduct the Institute.



## THE OZARK HOTEL, CREAL SPRINGS, ILL.

To study where I well may dine.—Shak.

CREAL SPRINGS, the "wonder waters of the world," located on the Cairo Short Line Railroad on a beautiful elevation in the Ozark Mountain Range, running through Southern Illinois, Kentucky, Missouri and Arkansas; 1,300 feet above the level of the sea, and about 1,000 feet above Cairo and St. Louis; 120 miles southeast of St. Louis, 40 northwest of Paducah, and 50 miles northeast of Cairo, in Williamson County, a delightful ride down on the Cairo Short Line Railroad of a little over three hours' run. Two trains a day each way, making close connections at Parker City, Ills., with the C. C. C. & St. L. Railroad, at Carbondale with the Illinois Central Railroad and the Carbondale, Grand Tower and Cape Girardeau Railroad, making the place easy of access from all directions.

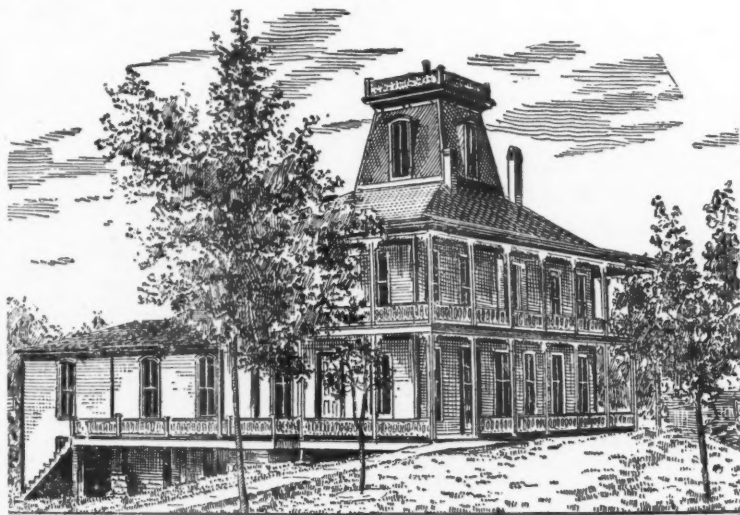
The magnificent *Ozark Hotel* is of the Gothic style of architecture, built of stone and brick, and contains 48 large rooms beside the basement apartments. The hotel is situated on a slight elevation in the center of the city of Creal Springs overlooking the surrounding suburbs. It is also surrounded by a beautiful park, and it is furnished with the healing waters that flow from the several mineral springs within the grounds. So attractive, healthful and popular have these wonder waters of the world become that Mr. R. P. Stanley, the proprietor of the *Ozark*, will in the near future build an addition of forty rooms. One may sometimes doubt the accuracy of a statement of scientific analysis of waters, but thousands have tested the value of these several springs and have been healed of their diseases. There can be no doubt of the curative properties of these springs.

The *Ozark Hotel*, under its present management, is run in best modern style. Every room in the house is lighted with electric lights, and the grounds and broad piazzas are also lighted, as are the walks and streets, by electricity. The table is abundantly and elegantly supplied with the best of meats, vegetables and fruits, with fresh milk and cream and butter from their own home dairy. Mr. Ed. Jones, who for years was steward at the Palmer House, Paducah, which has given him not only a wide acquaintance with the traveling public, but who made the Palmer House famous for its culinary attractions, has been employed as steward of the *Ozark* under the new management.

With Mr. Jones as steward, employing the most experienced cooks, attentive waiters, and a table supplied by the best of the markets of Paducah and St. Louis, and the rich agricultural country contiguous affords, all this contributes to make life at Creal Springs during the summer season a cool, healthful, delightful dream of re-creation, comfort and enjoyment.

Then, too, the manner of the reception of guests by mine host and hostess makes one feel that he is at home amidst all these comfortable surroundings. Mr. Collin McGinnis, the obliging and genial manager, will at once convince you that he is by no means a novice in polite attention to guests, a special and attractive feature in the hotel business.

In connection with the hotel proper is a large and conveniently arranged bath house of which we present a cut below.



BATH HOUSE OF THE OZARK HOTEL, CREAL SPRINGS, ILLS.

This Bath House is situated in the center of the group of six Mineral Springs, and is under supervision of Dr. G. S. Smith, who has for years made a special study of diseases, both Acute and Chronic, in this and adjoining States. He should be consulted by all before taking the baths or using the waters. The effect of the different Springs have a marked influence on the system, and should not be used indiscriminately. The Bath House is provided with vapor, hot air, also with tubs for hot or cold water baths, electric baths and reducers. Polite and experienced attendants are always at hand to render every assistance.

The Cairo Short Line Railway, with its two fast trains a day each way, gives a special rate to Creal Springs, and return so that people can go from St. Louis, Paducah or any other point easily, cheaply and quickly, to spend Sunday, a week or the season.

We speak from personal knowledge and experience of the effects of these Wonder Waters of the World. It does seem passing strange to a person at a distance that a half dozen springs all within a few feet of each other should combine such widely different ingredients and have an entirely different effect upon the system. But such is the truth. Address for further information

MR. COLLIN MCGINNIS,  
Manager Ozark Hotel,  
Creal Springs, Ill.



*Can procure from us at a moderate cost  
Diplomas, Certificates etc. of the highest  
grade, whether one or a thousand be required  
No shoddy type or relief cut "poster" diplomas!  
Plain as you please, ornate as you please, but always*



*In Germany, where we can refer you to a  
thousand schools that we supply. One glance  
at our beautiful designs is worth them all!*

For the rest—tell us: (1) HOW MANY; (2) WHAT KIND OF SCHOOL. If you want full size specimens, mention AMERICAN JOURNAL OF EDUCATION and enclose 9 cents in stamps for postage.

**IMPORTANT.**—Every teacher should be somewhat posted on Kindergarten theory and practice. Write to the address given below, and we will send you our course of reading; kindly enclose postage for same. If those who desire to introduce Kindergarten work among primary pupils will write us, we will help them to do so free of charge. Address, Kindergarten Literature Co., Woman's Temple, Chicago, Ill. 5-m3

## A Little Bit of Arithmetic.

189 deducted from 224 leaves a difference of 35. That is the number of miles the Missouri Pacific is shortest between St. Louis and Sedalia. Leave St. Louis at 8:20 p. m., arrive at Sedalia at 3:10 a. m. in an excellent Pullman car, passengers being allowed to occupy berths until a reasonable hour in the morning. Remember this is the first, and consequently termed "The Old Reliable Line." Ticket offices, N. W. Corner Broadway & Olive St., and Union Depot. may2t

## Some are Continually Quoting Wrong.

THE idea of advertising circuitous lines as BEST ROUTES between certain points, when such is not the case, is very misleading to the public. The MISSOURI PACIFIC RAILWAY is unquestionably the premier route St. Louis to Kansas City and the West, and is also popular owing to its passing through Jefferson City and Sedalia in a direct line. Ticket offices N. W. Cor. Broadway and Olive St., and Union Depot. may2t

MRS. VIRGINIA WADDY PALMER, author of *Waddy's Elements of Composition and Rhetoric*, is open to engagement as assistant in high school, seminary or female college—session '94-'95. Address: Greenville, Augusta Co., Va. may3t

## A Readable Woman's Magazine.

EDWARD BELLAMY tells a singularly interesting story in his account of "How I wrote 'Looking Backward'" in the *April Ladies' Home Journal*, and adds to the interest by describing how the idea of Nationalism first occurred to him. Not less personally interesting is Mr. Wm. Dean Howell's in the fifth article of his literary autobiography, "My Literary Passions." The clever woman whom Robert Louis Stevenson married, and is now his wife, is presented in a portrait and sketch, as is also the wife of E. S. Willard, the actor. Practical in its letter-press and beautiful in illustrations is an article on "The Care of a St. Bernard Dog," by Alexander Mackenzie-Hughes, manager of the New York St. Bernard Kennels. Madame Blanc, under her *nom de guerre* of "Th. Bentzon," straightens out some "American Mistakes About French Women." A love ballad, very musical, by George Woodill, entitled "Tell Me," is given in its full piano score. Mrs. S. T. Rorer tells of "Wedding Breakfasts;" Robert J. Burdette defines the attitude of the father toward a son; Palmer Cox has his "Brownies" in Florida; a full page of four articles tells women how to open bank accounts, keep house-hold expenses, and how to make a will; the Rev. T. De Witt Talmage points out what are the chief "Enemies of Our Happiness;" Edward W. Bok answers the peculiar questions of "Four Uncertain Young Women;" while all through the other articles runs that peculiarly readable and popular quality which make this magazine so eagerly sought for and widely read. The *Journal* is published by The Curtis Publishing Company of Philadelphia, for one dollar per year, or ten cents per copy.

## American Journal of Education.

### BUSINESS DEPARTMENT.

#### Business Notes.

MR. L. P. GOODHUR, who has had many years experience as an advertising agent, has taken charge of our advertising department.

TEACHERS wanting employment for the summer should address P. W. Ziegler & Co., Box 1682, St. Louis, Mo., who offer great inducements for special work to which teachers are well fitted, and which pays \$75 to \$150 per month.

#### National Teachers' Convention.

THE Baltimore & Ohio Southwestern R'y offers superior advantages to teachers who wish to attend the session of the National Educational Association at Asbury Park, July 6th to 13th. In connection with the B. & O. R. R. through trains with Pullman Dining, Parlor and Drawing Room Sleeping Cars are run from St. Louis, Louisville and Cincinnati to Washington, Baltimore, Philadelphia and New York. These trains run over the Central R. R. of New Jersey, the only road with a line of its own to Asbury Park. Special low rates have been named for this meeting, and teachers will find it to their advantage and comfort to see that their tickets read over the Baltimore & Ohio Southwestern R'y. O. P. McCarty, General Passenger Agent, St. Louis, Mo.

#### Around Robin Hood's Barn.

THAT'S the way some lines run to Cincinnati and Louisville. The Baltimore & Ohio Southwestern (O. & M. Ry.) will take you to either place while you are figuring out the trip over any other route. Pullman Dining Cars (serving breakfast leaving St. Louis), Parlor and Drawing-room Sleeping Cars. These trains run through without transfer. Ask for information at city ticket office, No. 105 North Broadway.

ELSEWHERE in this paper appears an advertisement for the Leonard Manufacturing Company, of Chicago, to which the attention of the readers of THE AMERICAN JOURNAL OF EDUCATION are especially directed. Their offer of World's Fair Souvenir Spoons of exceptional beauty and durability at marvelously low prices is almost unprecedented.

The Company is reliable in every way and the spoons are exactly as represented. If not satisfactory the privilege of returning the goods is granted and money will be refunded.

No one, however, who sees the beautiful spoons can fail to admire them and appreciate their value as souvenirs of the great Columbian Exposition or note their utility as dainty home accessories. Do not delay but write at once for a souvenir at once charming and inexpensive.

STATE OF OHIO, CITY OF TOLEDO, ss.  
LUCAS COUNTY.

FRANK J. CHENEY makes oath that he is the senior partner of the firm of F. J. CHENEY & Co., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of CATARRH that cannot be cured by the use of HALL'S CATARRH CURE.

FRANK J. CHENEY.  
Sworn to before me and subscribed in my presence, this 6th day of December, A. D. 1886.

A. W. GLEASON,  
Notary Public.  
HALL'S CATARRH CURE is taken internally and acts directly on the blood and mucous surfaces of the system. Send for testimonials, free.  
F. J. CHENEY & CO., Toledo, O.  
Sole Sold by Druggists, 75c.

#### CREAL SPRINGS COLLEGE.

Her valient courage and undaunted spirit  
More than in women commonly is seen.

—Shak.

WHAT Mary Lyon, in founding Mt. Holyoke Seminary in Massachusetts did for the girls of New England, Mrs. G. B. Murrah has done for the young people of Southern Illinois in founding and conducting Creal Springs College. After about ten years of successful labor, the institution has grown in to such influence, favor and power as to attract the attention of liberal minded men and women, and in order to still further increase its usefulness it has now been incorporated as the *Creal Springs College and Conservatory of Music*.

We give the names of the trustees as follows: Rev. W. S. Blackman, Harrisburg, Ill.; Dr. G. S. Smith, Creal Springs, Ill.; Rev. T. W. Chamness, Creal Springs, Ill.; Rev. W. W. Woodside, Creal Springs, Ill.; Rev. C. H. Caldwell, Ozark, Ill.; J. S. Hawkins, Galatia, Ill.; J. W. Heaton, New Burnside, Ill.; Rev. Calvin Allen, Creal Springs, Ill.; Rev. J. K. Trovillion, Brownfield, Ill.; M. E. Chamness, Chamness, Ill.; Levi Ferrell, Creal Springs, Ill.; Rev. G. W. Danbury, Du Quoin, Ill.; Rev. John A. Williams, Dongola, Ill.; Rev. C. Nolen, Parrish, Ill.; Rev. L. L. Smoot, Vienna, Ill.

Mr. M. E. Chamness was made general financial agent and Mrs. G. B. Murrah was made President of the college.

Already thousands of dollars have been donated to insure its success and perpetuity. The students are drawn from Baptist, Methodist, Presbyterian, Congregational, Episcopalian and Catholic families to the number of about 150 in the several departments.

Careful practical work has been done in the department of Pedagogy, and is continued to such an extent that many of the most successful teachers in Williamson and adjoining counties have been trained for their work in this institution.

Realizing the great need of musical culture in this section, and being aware of the refining and elevating influence of a thorough course of music in the education of girls, the government established this a department of music several years ago following closely the method taught in the Conservatory

of Music at Stuttgart, Germany, including studies from Concone, Vocci, Bassini, and other standard authors; also the best English, German and Italian songs are rendered, and readings and recitals from standard musical journals are required with at least one public rehearsal during the term. The college building is located within a few rods of the famous medicinal springs, the curative properties of whose waters have restored health and vigor to thousands of invalids. In fact many parents have already erected homes in Creal Springs and others are renting so as to avail themselves of the advantages of the college and healing properties of the springs at the same time.

In the art department instruction is given in Free-Hand Sketching, Painting in Oil and Water, Sepia, China, Japanese, Pastel, Crayon and Wood Carving.

Mr. Geo. W. Parker, president and general manager of the Cairo Short Line Railroad, his able assistant, Mr. C. F. Parker, and Mr. Geo. E. Lary, the Gen. Pass. Agent, all give attention to whatever builds up and popularizes these springs. They give special round trip rates; ship the water in casks or by the barrel to all points and in all directions.

Of course Mr. Collin McGinnis, manager of the Ozark Hotel, gives all students free access to any of the five or six springs. Besides the Ozark Hall there are other places to board, and we understand that the total charge, no matter how long you stay or how often you consult Dr. G. S. Smith, the total charge for consultation is only \$1.00, so that no extortion is attempted or allowed at this favorite resort.

Egypt, you see, is looming and lighting up under the benign and helpful influence of Creal Springs College and Conservatory of Music.

# DIPLOMAS

**ARE A SPECIALTY**  
.. WITH US ..  
We Furnish Them in  
All Styles for

## GRAMMAR and HIGH SCHOOLS and COLLEGES

Certificates of all kinds, Grade Cards, Examination Papers,  
School Reports, Programs and everything in the line  
of School Printing.

**THE AKRON PTG. AND PUB. CO.**  
AKRON, OHIO.

Send for Circulars and Samples.

#### READ THIS GENEROUS OFFER.

Beginning with May 1st, and continuing until August 1st, 1884, we will give to every new or renewing subscriber to our beautiful magazine, *UNIVERSAL TRUTH*, a copy of "Truth's Fairy Tales," by Julia Winchester. These "Fairy Tales" clearly and beautifully lead us from "shadow-land" to the " Gates of Understanding." Children, both great and small, enjoy this book, price of which is 60 cents, postpaid. We make this splendid offer to give it away until August 1st, when it will be positively withdrawn, unless our stock of these books be exhausted before that time.

#### UNIVERSAL TRUTH

is a non-sectarian magazine, devoted to Divine Healing, Spiritual Culture and Good Conscience. It is thoroughly Christian in character. Those trained in Science and accustomed to correct reasoning find in its subject matter equal satisfaction with those of simpler education. Many testify in writing to being healed body and soul from reading its pages. It follows no personality but the One who "put all things under his feet."—Jesus Christ only.

FANNY M. HARKLEY, Editor.

\$1.00 per year, single copy 10c.

This premium will only be given when the full subscription price of \$1.00 is sent to this office, and not in any case will it be given when the subscription has been paid to agents to whom we pay a commission.

Address  
F. M. HARKLEY PUB. CO.,  
87 Washington St., Chicago.

**AGENTS \$75 A WEEK**  
using or selling **PRactical PLATING DYNAMO**. The dynamo method, used in all factories to plate new goods. Plates gold, silver, nickel, etc., on watches, jewelry, table ware, blades and all metal goods; fine outfit for agents; different sizes; always ready, no battery, no tar, no experience; no limit to plating needed; a great money maker.


**W. P. HARRISON & CO.,** Clerk No. 18, Columbus, Ohio.

## A Beautiful Gift.

### A PRETTY SURPRISE.

A beautifully illustrated and charmingly bound edition of Longfellow's "Evangeline," the most popular long poem ever published by an American author, and one of the most famous poems in the language, recently published.

**EVANGELINE**  
[LONGFELLOW]



It is in large type, numerous and excellent illustrations, very fine and heavy paper, gilt edges, remarkably handsome cloth binding combining in delicate colors, blue and white and silver and gold. No illustrated edition has ever before been published at less than \$1.50 and that is about what you might "guess" the price of this book to be, but it isn't.

—witness our offer below. Every home in the land ought to have a copy of this *Evangeline*, so charmingly beautiful, as a poem, as a collection of artistic illustrations, and as a product of the bookmaking art.

**OUR OFFER.** By special arrangements with the publisher we are able to offer this book to our readers at the remarkably low price of 40 cents, postage prepaid, or the best way is to get us one subscriber at \$1.00 and we will send you the book absolutely free.

Address,  
**AMERICAN JOURNAL OF EDUCATION,**

205-213 Vine Street, St. Louis.

#### READ THIS.

READ the advertisement of "Snap Shots," in another column, then send us \$1, and we will send you the *AMERICAN JOURNAL OF EDUCATION* for one year and one copy of this wonderful book, postage paid.





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## The Albert Teachers' Agency, 211 Wabash Avenue, CHICAGO.

We now need hundreds of Teachers to fill vacancies on our books. They are direct from employers, not heresay. Send for particulars.

First Steps in the Patriotic Education of American Children.

ADOPTED BY THE W. R. CORPS AND STATE TEACHERS' ASSO: OF INDIANA. THE PATRIOTIC PRIMER FOR THE LITTLE CITIZEN. By mail, postpaid, 8 cents.

Gives the political history of the United States and the relations of children to the government of the home, the school and their country in a compact and interesting form.

THE HISTORY, ETHICS and MANUAL of the "AMERICAN PATRIOTIC SALUTE." "GOD and our Country." By mail, postpaid, 5 cents.

Explains the object of the Salute and the method of executing it. By mail, postpaid, 5 cents. The "PRIMER" and the "SALUTE," ordered together, by mail, 12 cts.

Remit by postage stamps to Col. GEO. T. BALCH, 33 E. 22d St., New York City

## Jacksonville-Southeastern Line.

THE ONLY DIRECT ROUTE BETWEEN THE

NORTH AND SOUTH.

Now running through trains between ST. LOUIS and PEORIA, known as the

'Red Express.'

This road extends from PEORIA on the north to ST. LOUIS and MT. VERNON on the south,

FROM

HAVANA TO Springfield;

AND FROM

Springfield TO Litchfield;

AND FROM

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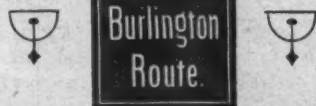
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